



South Carolina Department of Education

Together, we can.

Office of Exceptional Children Competitive IDEA Grants for 2009-2010

Request for Proposals (RFP) Application Package

Deadline for Receipt of Applications:
5:00 p.m., June 1, 2009

Jim Rex
State Superintendent of Education

Contact Information:
Dr. Vanessa Nelson-Reed
Office of Exceptional Children
South Carolina Department of Education
1429 Senate Street, Suite 808-D
Columbia, SC 29201
803-734-8788, vnreed@ed.sc.gov

TABLE OF CONTENTS

PART I: General Information	1
A. Introduction/Background	1
B. Eligible Applicants	2
C. Estimated Available Funds	2
D. Estimated Number, Range, and Average Size of Awards	3
E. Grant Funding Period	3
F. Statutory Requirements	3
G. Program Requirements	3
H. Unauthorized Activities	5
I. Supplement, Not Supplant	5
J. Mandatory Technical Assistance Sessions	5
K. Required Reporting	5
L. Review and Selection Process	6
M. Appeals Process	6
N. Timeline of Subgranting Process	6
O. Selection Criteria	7
P. Deadline and Submission Procedures	7
PART II: Application Overview, Content, and Instructions	9
A. Application Overview	9
B. Application Narrative Format	9
C. Program Summary/Abstract	10
D. Applicant Narrative Content	10
1. Statement of Need for Services (20 points—2 pages)	10
2. Project Description (40 points—4 pages)	10
<i>i. Goals and Objectives</i>	10
<i>ii. Activities and Strategies</i>	11
3. Management and Sustainability (20 points—2 pages)	11
4. Evaluation and Dissemination (20 points—2 pages)	11
5. Timeline of Activities	11
E. Application Budget	12
1. Budget Form	12
2. Budget Narrative	12
F. Reviewer's Scoring Rubric	12
PART III: Forms	
Application Cover Page	14
Assurances	15
Terms and Conditions	16
Budget Summary Form	18
Instructions for GEPA Statement	19
Sample Timeline Template	20
Goals, Objectives, and Outcomes Worksheet	21
Registration Instructions	22

PART I: General Information

A. Introduction/Background

The South Carolina Department of Education (SCDE)'s Office of Exceptional Children (OEC) uses state-level activity funding provided through the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04) to award subgrants for recipients to build capacity for serving students with disabilities. As required by IDEA '04, state-level activity dollars must be used to monitor, enforce, and investigate complaints, and to develop and implement a mediation process, including providing for the cost of mediators and support personnel.

State-level activity funds have been used to support

- direct services, including technical assistance, personnel preparation, and professional development and training
- paperwork reduction activities, including expanding the use of technology in the IEP process
- local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities
- development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities
- local educational agencies in meeting personnel shortages.

For this request for proposals (RFP), the OEC will award grant funds in five focus areas:

1. Strategies that improve parent involvement in special education. The OEC's performance indicator 8 states our goal to increase the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2. Strategies that improve the state's performance in the area of secondary transition. Proposals may focus on issues related to increasing graduation rates of students with disabilities, decreasing dropout rates of students with disabilities, ensuring that transition Individualized Education Programs (IEPs) have relevant and achievable goals for students leaving high school, or improving data collection for students with disabilities who have exited high school. Applicants may review the state's performance data for indicators 1, 2, 13, and 14 (see Program Requirements section for the indicators).
3. Strategies that address significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days. Strategies must assist the state in lessening the number of districts identified by the state as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days. Applicants should review the state's performance on indicator 4.
4. Proposals to serve as a state-level model demonstration site in the areas

of placement in the least restrictive environments (LRE), drop out prevention, and increasing graduation rates for students with disabilities. Applicants should consider the following information submitted as part of the OEC's annual performance report February 2, 2008, in regards to indicators 1 and 2 (graduation and drop out) and indicators 4, 5 and 6.

5. Proposals to improve the performance of students with disabilities on state assessments. Applicants may consider the state's performance for indicator 3; performance of students with disabilities on statewide assessments. Applicants should also consider the following authorized activities, and proposals should
 - a. support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with sections 1111(b) and 6111 of the Elementary and Secondary Education Act of 1965.
 - b. provide technical assistance to schools and local educational agencies, and direct services, including supplemental educational services as defined in 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement.

Applicants must apply to address only one focus area and the proposal must specifically address that focus area.

B. Eligible Applicants

Local education agencies (school districts), community-based organizations, and non-profit businesses with services that meet program requirements are eligible to compete for funding.

C. Estimated Available Funds

For FY 2009–10, \$2.5 million is estimated for distribution among the five critical areas.

Focus Area	Total Available
1. Parent Involvement	\$500,000
2. Secondary Transition	\$500,000
3. Discipline	\$500,000
4. Model Demonstration Sites	\$500,000
5. State Assessment	\$500,000

D. Estimated Number, Range, and Average Size of Awards

Approximately 10 grants will be awarded for FY 2009–10 in each critical area. Eligible applicants may apply for grant funds up to \$50,000, depending on the scope of services and activities and the number of individuals to be served.

E. Grant Funding Period

The funding period will be July 1, 2009, through September 30, 2010. All funds must be expended by September 30, 2010.

F. Statutory Requirements

- For the purposes of this RFP, funding is provided through federal regulations for the IDEA '04. Part B of the Act (in PL 108-446 §300.704 (iv)(B)(3) and (4)) outlines the activities for which state-level funds can be expended.
- The U.S. Department of Education gives discretion and flexibility to each state in meeting these focus areas. (See <http://idea.ed.gov/download/finalregulations.html>.)
- Each subgrant application must contain an appropriate GEPA statement. Instructions are included in this RFP package (page 17).

G. Program Requirements

Each funded project must address and advance the state's improvement in the appropriate performance indicators (see below) as defined in the state's Annual Performance Report (APR) <http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children/old/ec/documents/APR-SPPWebcopyApril14February12007.pdf>.

1. Graduation: increase the percentage of youth with individualized education programs (IEPs) graduating with a regular diploma.
2. Dropout: decrease the percentage of youth with IEPs dropping out of high school.
3. Statewide Assessment: continuous improvement of participation and performance of students with disabilities by
 - a. increasing the numbers within disability subgroups meeting Adequate Yearly Progress (AYP) for the district
 - b. increasing the participation rate
 - c. increasing the proficiency rate of students with disabilities.
4. Suspension/Expulsion: decrease the number of suspensions/expulsions that are greater than 10 days in a school year for children with disabilities.
5. LRE (Least Restrictive Environment) Placement: improve performance for the following
 - a. increase the number of students with disabilities removed from regular class less than 21% of the day

- b. decrease the number of students with disabilities removed from regular class greater than 60% of the day
 - c. maintain the number of students with disabilities in public or private separate school, residential, homebound/hospital to 2.19%.
- 6. Preschool Settings: increase the percentage of preschool children with IEPs in settings with typically developing peers.
- 7. Preschool Skills: increase the percentage of preschool children demonstrating improved
 - a. positive social-emotional skills (including social relationships)
 - b. acquisition and use of knowledge and skills (including early language/communication and early literacy); and
 - c. use of appropriate behaviors to meet their needs.
- 8. Parent Involvement: increase the percentage of parents with child/children receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
- 9. Disproportionate representation in special education: reduce the percentage of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
- 10. Disproportionate representation in specific disability categories: decrease the number of districts with disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.
- 11. Child Find: increase to 100% the accuracy of the percentage of children determined eligible within 60 days of receiving parental consent to evaluate.
- 12. Transition from IDEA Part C (ages 0–3) to IDEA Part B (ages 3–21): increase the accuracy of eligible children having IEPs by 3rd birthday to 100%.
- 13. Secondary Transition with IEP Goals: increase to 100% youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet postsecondary goals.
- 14. Secondary Transition—Competitive Employment, Enrolled in School: increase to 100% accuracy the number of youth who had IEPs, are no longer in secondary school, and who have been employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
- 15. Monitoring, Complaints, and Hearings: in the general supervision system, identify and correct noncompliance as soon as possible but in no case later than one year from identification to 100%.
- 16. Written Complaints: Increase to 100% the number of signed written complaints with reports issued that were resolved within 60 days.
- 17. Due Process Hearings: Increase to 100% the due process hearing requests that were fully adjudicated within 45 days.
- 18. Hearing Requests that Went to Resolution: Measure the percentage of

hearing requests resolved through resolution session settlement agreements.

19. Mediations: Measure the percentage of mediations held that resulted in mediation agreements.

20. Timeliness of State Reported Data and Reports: 100% reported data are timely and accurate.

H. Unauthorized Activities

Funds must be expended in accordance with approved budget application. Any deviation from the approved budget of more than 10% requires an amendment and prior approval before funds are reallocated. Funds may not be used for construction projects or to support religious activities.

I. Supplement, Not Supplant

Funds from this program must be used to supplement, not supplant, the level of services and the level of funding from other sources currently available. Grant funds may not "replace" other funds used currently to support services.

J. Mandatory Technical Assistance Sessions

Applicants must participate in one mandatory technical assistance session. These sessions will be conducted on April 29 and April 30, 2009, from 9:00 a.m.–12:00 p.m., via *Elluminate*. An in-person or face-to-face session will be held May 5, 2009, at the Career Development Center, 8016 Wilson Boulevard, Columbia, SC from 9:00 a.m.–12:00 p.m.

To register for the *Elluminate* session, follow the *Elluminate* instructions at <http://elm.illuminate.com/>. If you do not have a profile, follow the instructions for new users. If you already have a profile, please DO NOT create a new profile. If you have any questions, contact Dr. Vanessa Nelson-Reed at 803-734-8788.

To register for the in-person or face-to-face session, applicants will need to follow the Electronic Registrar On-line (ERO) procedures that are provided with this RFP. Applicants may also contact Marlene Sellars at 803-734-8210 or Trishun Pittman at 803-734-6516 to register. If you have any questions, contact Dr. Vanessa Nelson-Reed at 803-734-8788.

K. Required Reporting

A mid-year status report is due December 15, 2009. The report should contain a one-page narrative explaining activities that have been conducted to date, outcomes achieved (or progress made toward achievement), and dollars expended.

A final report will be due September 30, 2010. Funded projects will receive instructions for completing and submitting the report.

L. Review and Selection Process

The OEC Program Officer will review applications for completeness and compliance with these guidelines. Only complete, compliant applications will be forwarded to the reviewers for funding consideration.

The OEC will recruit peer reviewers who are knowledgeable of the needs of children with disabilities and stakeholders involved in and having an interest in special education. No SCDE personnel or family members of SCDE personnel will serve as reviewers. Using the scoring rubric, teams of three reviewers will review applications and arrive at a consensus score. The OEC will award Competitive Priority Points after the review teams have scored the applications. Awards will be made in rank order until all funds are expended. The SCDE will protect geographic equity and distribution in awarding grants, and the SCDE reserves the right to not award grants depending on the quality of proposals. Notifications of awards will be made July 31, 2009. Score sheets and comments will be made available to applicants after notification of awards.

M. Appeals Process

Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed. Unfunded applicants have five calendar days after receiving notification that the proposal is not funded to request a review of the process. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The State Superintendent will ask the appropriate deputy superintendent to investigate. After reviewing the process, the deputy superintendent will notify the applicant in writing whether the application process was followed. There will be no further appeal of the deputy superintendent's decision.

N. Timeline of Subgranting Process

Date	Activity/Action
April 29-30, May 1, 2009	SCDE conducts technical assistance sessions through <i>Illuminate</i>
May 5, 2009	SCDE conducts technical assistance workshop at the Career Development Center, Columbia
June 1, 2009	Deadline for receipt of application
July 31, 2009	Notification of awards
August 3, 2009	Program begins
December 15, 2009	Mid-year report due
September 30, 2010	Program ends
September 30, 2010	Final report due

O. Selection Criteria

The following criteria will be used for scoring grant proposals. Proposals submitted without a budget will not be reviewed.

Narrative Sections	Points Available
Needs Statement	20
Project Description (Goals, Objectives, Activities, Strategies)	40
Management and Sustainability	20
Evaluation and Dissemination	20
TOTAL	100

While the budget is assigned zero (0) points, the budget remains a critical component of the entire application. No application with an incomplete budget will be considered or funded.

P. Deadline and Submission Procedures

1. Only applications that adhere to all of these guidelines and directions will be reviewed and considered for funding.
2. Grants that are plagiarized from the Internet, other grants, or resources will not be considered for funding.
3. Applications will not be returned. Please keep a copy for your records.
4. Applications that are faxed will not be accepted.
5. Applications must be received no later than 5:00 p.m., June 1, 2009. Postmarks have no bearing with respect to this deadline. Applications received after the deadline will not be considered.
6. Applications may be submitted either in hard (paper) copy or as one attachment to an email.
7. If the application is mailed or hand-delivered in hard (paper) copy:
 - a. The original (with signatures in blue ink) and one copy of the entire application must be submitted.
 - b. Do not enclose the application in a notebook, binder, or folder. Do not add additional divider or title pages.
 - c. Staple the application together in the upper left corner of the original application packet and the copy of the application packet.
 - d. The original must contain the original signature (in blue ink) of the authorized official representative (Chief Executive Officer or Superintendent) and the Chief Financial Officer for the applicant. Stamped signatures will not be accepted.
 - e. Applications must be addressed to:

Dr. Vanessa Nelson-Reed
Education Associate for Fiscal Administration
Office of Exceptional Children, Division of Standards and Learning
South Carolina Department of Education
1429 Senate Street, Suite 808-D
Columbia, SC 29201

8. If the application is sent via e-mail attachment:
 - a. All required documents must be combined into one Word or PDF file. Signed forms must be included in the combined file.
 - b. The subject line must read "IDEA Competitive Grants from _____." [insert applicant name]
 - c. The email must be sent to vnreed@ed.sc.gov, with copy to dboyd@ed.sc.gov.
 - d. The Cover Sheet, Assurances, and Terms and Conditions documents must be included in the one file and must contain the authorized official representative's signature (sign the form and scan for submission). Without the appropriate signature, an application will be considered incomplete and will not be reviewed, scored, or considered for funding.

PART II: Application Overview, Content, and Instructions

Carefully adhere to font, format, page limit, and organizational requirements. Only narratives that adhere to these requirements will be considered for funding.

A. Application Overview

Your application must include the following in this order:

- Cover Page (located in this RFP)
- Program Summary/Abstract
- Table of Contents (including page number for each item)
- Proposal Narrative
 - Statement of Need
 - Project Description
 - Management and Sustainability
 - Evaluation and Dissemination
 - Timeline of Activities
- Budget
 - Budget Form
 - Budget Narrative
- Required Forms
 - Assurances
 - Terms and Conditions
 - GEPA Statement (see page 17 for guidance)
- Appendices (these documents are optional)
 - Memorandums of Agreement from Collaborative Partners
 - Letters of Support
 - Letters of Commitment
 - Outline of Services to be provided from each contracted consultant

B. Application Narrative Format

Length of Proposal Narrative:	Maximum of 10 of pages
Required Font/Size:	Verdana/Size 11 or 12
Margins:	1" on all sides
Page Numbers:	Insert top right; number all pages
Spacing:	Double space narrative; charts and tables may be single spaced.

Each section must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered.

C. Program Summary/Abstract

In one, double-spaced page, concisely describe the applicant's agency and the organization's mission, the focus area to be addressed, and the target population to be served (including how many). Briefly describe the need for services. Include the goals and objectives for the project/program, a brief synopsis of the activities and strategies to address the focus area, and the amount of funding requested. Indicate the anticipated outcomes for the program.

D. Applicant Narrative Content

1. Statement of Need for Services (20 points—2 pages)

This section should be a clear, factual, and compelling explanation of the problem and the need for services, a clear description of the target population (who is affected and how many), what caused the problem, what will happen if the problem is not solved, and gaps remaining from other programs that have tried to address the problem but have not been successful. Applicants should use objective data from various reliable sources to document the need for services. Applicant may also consider multiple target populations (student, families, teachers, etc).

2. Project Description (40 points—4 pages)

The Project Description provides the reader with the overview and mechanics of the proposal program. It must specifically address the focus area and particular performance indicators. The Project Description must contain clear evidence of how the project will be aligned with state-level required activities and the state performance indicators. The Project Description consists of (i) Goals and Objectives and (ii) Activities and Strategies. The Timeline of Activities (see Section 5) must clearly relate to the activities and strategies and the goals and objectives.

i. Goals and Objectives

Provide clear statements of what is to be accomplished with this project. Focus on the results for the target population rather than on what the applicant will do. All goals and objectives must address the needs identified in the previous section and mirror the purposes of the grant. The worksheet (page 21) may be used to develop clear goals, objectives, benchmarks, and data collection necessary to document progress. Do not submit the worksheet with the application.

Goals are general statements about desired outcomes of the program. At the end of the program, what will the main result(s) be for the target population and other beneficiaries?

An objective is a statement that explains one way that the applicant will know when the goal has been attained. Objectives must be specific, measurable, achievable, relevant, time specific, and must clearly align with each goal. For each objective, consider what will the target population be able to do as a result of the program (or specific strategies)? By when? How will the target population demonstrate success? What data will be gathered to provide evidence of achievement?

ii. Activities and Strategies

In this section, clearly describe the activities and strategies that the project will include. Strategies and activities must be scientifically based, or evidence-based, interventions. Describe the strategies that will be the catalyst to help the target population achieve objectives. Describe the tasks and activities the target population will be able to do as a result of the program.

Activities are considered those tasks that the client does to achieve objectives. For example, in a classroom, activities are what the students do to learn and to demonstrate learning.

Strategies are considered those tasks that are the catalyst to help the client achieve objectives. For example, in a classroom, strategies are what the teacher does/plans for the students to do so that they learn.

3. Management and Sustainability (20 points—2 pages)

The management section outlines the applicant's plan to manage the program including the chain of command, where the program/project fits into the organizational structure, identification of the program director, a job description of project director, and responsibilities for each key staff member. Please attach resumes or vitae of key personnel who will manage the grant in the appendices.

The sustainability section must address what the applicant will do to ensure that the project will sustain its core activities beyond the grant funding or term.

4. Evaluation and Dissemination (20 points—2 pages)

The evaluation section describes the plan to evaluate the program's outcomes and proves, using scientific methods, if and how well the project worked. Please describe what data will be collected, how often, how/when the data will be analyzed to monitor progress and adjust the program if necessary to ensure attainment of project goals.

The dissemination section describes how the applicant will share information about the project, including lesson plans, key activities, results, and web sites.

5. Timeline of Activities

Each application must include a Timeline of Activities that depicts benchmark activities for the project, when each activity begins and ends, how each activity relates to a particular objective, and who is responsible for overseeing the activity. The Timeline does not count in the 10-page limit. A Template for a Timeline of Activities is included in this RFP. This Timeline must be submitted at the end of the narrative, before the budget and other attachments.

E. Application Budget

1. Budget Form

Use the Budget Form to provide an accurate total budget for 2009–2010. Make sure the totals on the budget form equal the totals in the budget narrative.

2. Budget Narrative

Structure the Budget Narrative to parallel the Budget Form. Applicants may present the budget narrative in spreadsheet/table format. The narrative must clearly explain and justify the expenditures to support the activities in the project. Expenditures should be reasonable and adequate to complete the project. Include formulas used to calculate the cost for each line item.

F. Reviewer's Scoring Rubric

Proposal Narrative	Maximum Points
Section 1: Statement of Need for Services	_____/20
The extent to which the application 1. Clearly identifies the need the services (problem to be address). 2. Clearly identifies the target population(s) and how many will be served. 3. Establishes the magnitude and scope of the need for services in the community to be served, including what will happen if the problem is not addressed or resolved. 4. Identifies other efforts to address the needs and any gaps in services that remain. 5. Documents the need by using compelling objective evidence from varied, reliable sources.	
Section 2: Project Description	_____/40
The extent to which the application 1. Provides a clear description of the goals to be funded with this grant. 2. Presents specific, measurable, achievable, relevant, and time-specific objectives for each goal to be funded with this grant. 3. Describes the tasks and activities the target population will be able to do as a result of the program to achieve objectives. 4. Describes the strategies or tasks that are the catalyst to help the target population achieve objectives. 5. Presents scientifically based or evidence-based strategies and activities. 6. Includes a thorough Timeline of benchmark activities that (a) identifies key activities and events in the life of the project, including dates of completion, their relation to objectives and goals, the personnel responsible for activities, and (b) aligns with the Project Description, Management and Sustainability, and Evaluation sections of the proposal. (The Timeline does not count in the 10-page limit).	

Section 3: Management and Sustainability (2 pages)	_____/20
<p>The extent to which the application</p> <ol style="list-style-type: none"> 1. Clearly describes a plan to manage the proposed project, including the chain of command and where the program fits into the organizational structure. 2. Identifies who will manage/direct the project and clearly describes that person's responsibilities with the project. 3. Identifies other key staff and includes duties, credentials, and experience. 4. Describes a clear plan to sustain the key component of the project after the grant funding has expired. 	
Section 4: Evaluation and Dissemination (2 pages)	_____/20
<p>The extent to which the application</p> <ol style="list-style-type: none"> 1. Provides a clear plan to evaluate the project, including data to be collected, how the data will be analyzed and used to monitor, adjust and improve the project to ensure attainment of project goals. 2. Clearly describes a plan to disseminate project information and results that contribute to the knowledge of the field. 	
TOTAL NUMBER OF POINTS	100
Budget Narrative and Form	
Total	100

Reviewer's Comments

 <p>South Carolina Department of Education <i>Together, we can.</i></p>	Office of Exceptional Children Competitive Grant Program Application Cover Page	FOR SCDE USE ONLY Date Received: _____ Received By: _____
--	---	---

Application Cover Page

Focus Area (Choose ONE only)

<input type="checkbox"/>	1. Parent Involvement
<input type="checkbox"/>	2. Secondary Transition
<input type="checkbox"/>	3. Discipline
<input type="checkbox"/>	4. Model Demonstration Sites
<input type="checkbox"/>	5. State Assessment

Applicant Information

Name of Applicant _____

Unit or Department _____

Mailing Address _____

City, State, Zip Code _____

Contact Information

Contact Person _____

Title/Position _____

E-mail Address _____

Office Telephone _____ Fax _____

Mailing Address _____

City, State, Zip Code _____

Signature of Contact Person: _____

A. Funding Information (Funding Period: July 1, 2009–September 30, 2010)

Total Project Cost: \$ _____	Total Funds Requested: \$ _____
------------------------------	---------------------------------

Certification: I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and document, and the applicant will comply with the attached assurance if the grant is awarded.

Signature of Project Director _____	Date _____
Signature of Chief Financial Officer _____	Date _____



Assurances

Assurances

As the duly authorized representative of _____,
I certify that this applicant _____ (Please print or type name of applicant.)

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.
The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. The applicant will also comply with the Office of Management and Budget Circulars A-122 "Cost Principles for Non-Profit Organizations" or Circular A-87 "Cost Principles for State, Local, and Indian Tribal Governments" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity.
- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2007)).
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2007)) if the amount of this award is \$50,000 or more.

Signature of authorized official

Date

Signature of authorized financial official


Date

 <p>South Carolina Department of Education <i>Together, we can.</i></p>	<p>Competitive Grant</p> <p>Office of Exceptional Children</p> <p>Terms and Conditions</p>
--	--

Terms and Conditions

(Page 1 of 2)

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs.** Travel costs, if allowed under this solicitation, must comply with the state of South Carolina travel regulations.
- D. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports.** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
 - Applicant and/or any of its principals, subgrantees, or subcontractors
 - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
 - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, state, or local) contract or subcontract; violation of Federal or

 <p>South Carolina Department of Education <i>Together, we can.</i></p>	<p>Competitive Grant</p> <p>Office of Exceptional Children</p> <p>Terms and Conditions</p>
--	--

Terms and Conditions
(Page 2 of 2)

- state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
- Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (Federal, state, or local) entity.

K. Audits

- Entities expending \$500,000 or more in federal awards:
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- Entities expending less than \$500,000 in federal awards:
Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

- L. Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

- M. Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

- N. Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Signature of authorized official

Date

Signature of authorized financial official

Date



2009–10 Budget Summary Form

Budget Summary Form

OBJECT	AMOUNT
Salaries/Stipends (100)	
Employee Benefits (200)	
Purchased Services (300)	
Supplies and Materials (400)	
Capital Outlay (500)	
Other (600)	
Total Direct Costs	
Indirect Costs (700)	
TOTAL	

Name of Authorized Representative

Date

Signature of Authorized Representative

Date

Note: Funds remaining from the 2009–10 grant cycle will not be carried over into the next grant cycle. Such funds will be retained by the SCDE.



Instructions for GEPA Statement

Instructions for GEPA Statement

The purpose of this enclosure is to inform you about a new provision in the U.S. Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.



South Carolina
Department of Education

Together, we can.

Competitive Grant
Office of Exceptional Children

Sample Timeline Template

Sample Timeline Template

Start Date– End Date	Activity to achieve Objective	Related Objective and Goal	Evidence that Proves Activity has been Completed OR Data to be Collected from Activity	Persons/Agency Responsible

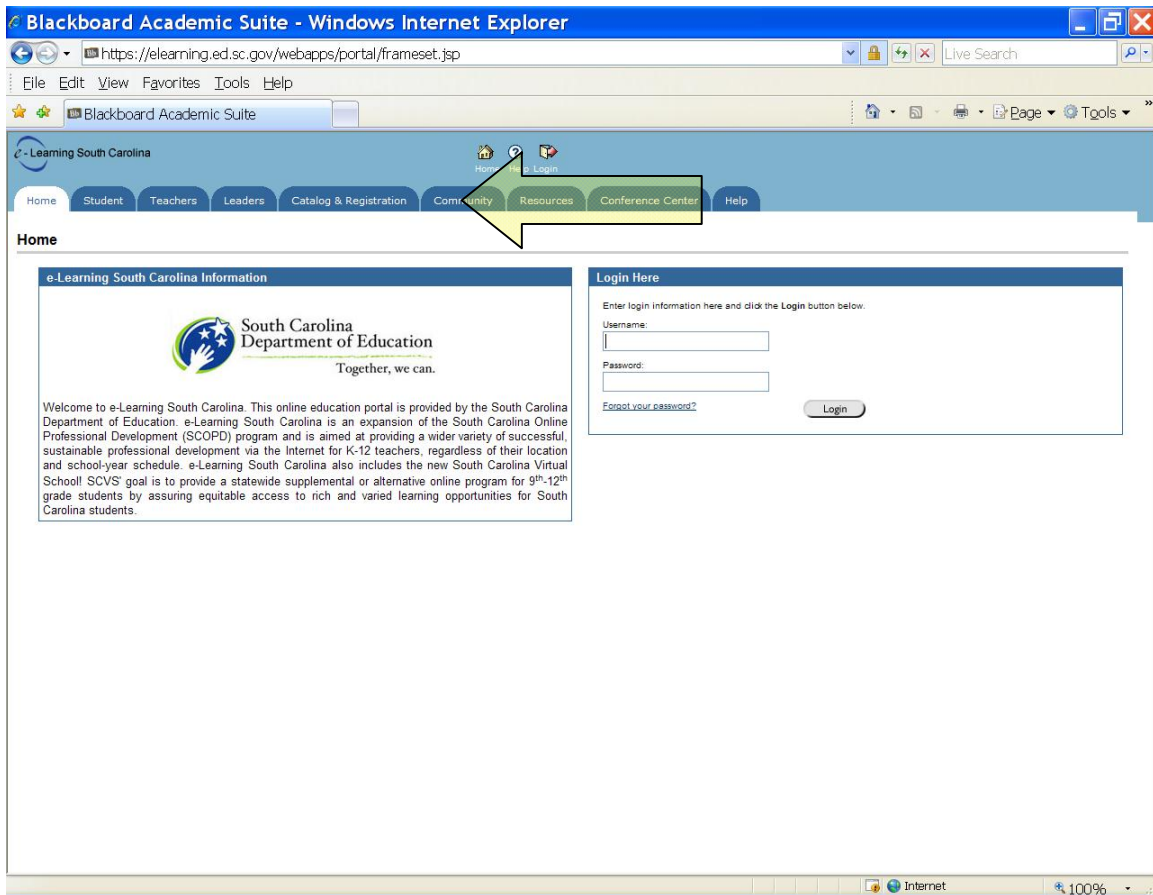
Goals, Objectives, and Outcomes Worksheet

Goal _____:	
Objective _____:	
Directions	
1. Identify a result you expect to achieve through this program.	
2. Describe what you will do to achieve this result.	
3. What data will you collect to prove that you have achieved this result?	
4. Are there target benchmarks for progress toward achieving this result over time?	
5. Combine the information from Steps 1-4 into one sentence. (This combined statement is a performance measure or objective.)	
6. How long will it take to achieve this result?	
7. What baseline data will you need to have to measure achievement of this result?	

INSTRUCTIONS TO REGISTER FOR

Office of Exceptional Children (OEC) Competitive Grants (ININ23115)

Please key in the following link: <https://elearning.ed.sc.gov>,
Click on the **"Catalog & Registration"** tap located at the top.



If you have used the Electronic Registrar Online previously, click on **"Login"** and key in your Email Address and PIN.

Blackboard Academic Suite - Windows Internet Explorer

https://elearning.ed.sc.gov/webapps/portal/frameset.jsp?tab_id=_2_1

File Edit View Favorites Tools Help

Blackboard Academic Suite

e-Learning South Carolina

Home Help Login

Home Student Teachers Leaders **Catalog & Registration** Community Resources Conference Center Help

Catalog & Registration

Course Search

2009 2010 Professional Development Registration

Login (This link will open in a new window.)

NOTE: Please do not create duplicate registrations.
[Questions/Problems tbennett@ed.sc.gov](#)

Click here for [Directions for Users With a Login](#)

- Search the online catalog and register for additional offerings
- Access to My Schedule, My Transcript, My Evaluations, and update account information

We plan to switch and begin using email address for login purposes for ERO beginning February 1, 2009. Please update your profile and make sure you have a correct email address in ERO by February 1, 2009. Your Pin will remain the same.

New User (This link will open a new window.)

How do I register? (for New Users Only) [Directions](#)

[Questions/Problems email tbennett@ed.sc.gov](#)

2009 eLearning Technology Courses

The eLearning TECHNOLOGY courses are approved by the SCDE for renewal purposes for ALL South Carolina educators who hold certification in SC; whether or not employed in a SC school district.

All other workshops, seminars, and trainings advertised on the eLearning website may offer renewal credits to educators employed in a public schools or entities only when pre-approved by their district coordinator or supervisor.

Educators **NOT** employed in a public school district or participating educational entity **MAY NOT** use workshops, seminars, or conferences for renewal! This means that private school educators, retired educators, and educators not currently employed in a public school setting **MAY NOT** use the seminars, workshops and trainings on the eLearning website for renewal.

See our website, www.scteachers.org for more information regarding renewal of certificates for educators not employed in a South Carolina public school.

If you do not have this number or need assistance with registering, you may contact one of the following:

Erica Howe	803-734-0456
Bevelyn Jackson	803-734-8346
Trishun Pittman	803-734-6516
Brenda Turner	803-734-8211
Marlene M. Sellars	803-734-8210

Instructions for New eLearning Users

Please **DO NOT** create a new profile if you have previously created one. Creating multiple profiles causes many issues within the system for you and the SCDE. After February 1, 2009, you will use your email address to login. Please make sure you have updated your email address prior to February 1, 2009.

Go to <https://elearning.ed.sc.gov>, click on the Catalog & Registration Tab. Click on the *New Users link*, and follow these directions for NEW eLearning Users:

Teachers Leaders Catalog & Registration Community Res

tion

2009 2010 Professional Development Registration

Login
(This link will open in a new window.)

NOTE: Please do not create duplicate registrations.
[Questions/Problems tbennett@ed.sc.gov](mailto:tbennett@ed.sc.gov)

- Search the online catalog and register for additional offerings
- Access to My Schedule, My Transcript, My Evaluations, and update account information

New User
(This link will open a new window.)

How do I register? (for New Users Only) [Directions](#)

[Questions/Problems email tbennett@ed.sc.gov](mailto:tbennett@ed.sc.gov)

electronicregistrar ONLINE

e-Learning for Educators South Carolina
January 09, 2007 01:59 P

Before using this site, please review the following terms and conditions.
Indicate your acceptance by checking the box below and clicking 'Accept.'

PLEASE READ THESE TERMS CAREFULLY BEFORE USING THIS SITE

The materials on this website (the "Site") are provided by eSchool Solutions, Inc. ("eSchool Solutions") as a service for its customers and may be used for personal and/or informational purposes only. When you access, browse or use this Site you accept, without limitation or qualification, the terms and conditions set forth below and any additional terms and conditions of use set forth in any sub-site. IF YOU DO NOT AGREE TO THEM, DO NOT USE THIS SITE OR DOWNLOAD MATERIALS FROM IT. Please note that when you enter any sub-site accessible through this homepage or any other page, such sub-site may have its own terms and conditions of use, which is specific to such sub-site.

Terms for Use of this Site and Its Contents:

This Site is only for your personal use. You may not distribute, exchange, modify, sell or transmit any materials you copy from this Site, including but not limited to any software, text, images, audio and video ("Materials"), for any business, commercial or public purpose. Any unauthorized use of the Materials may violate copyright laws, trademark laws, the laws of privacy and publicity, and civil and criminal statutes.

As long as you comply with the terms of these Terms and Conditions of Use, eSchool Solutions grants you a non-exclusive, non-transferable, limited right to enter, view and use this Site. This is a license, not a transfer of title, and is subject to the following restrictions:

☒ I accept these terms and conditions

[Printer-Friendly](#)

Click the check mark to accept the terms and then click the Accept button

This will take you into the ERO system. You can search the catalog here but you **MUST** create a User Profile in order to register for a course. New users will be prompted to create an ERO profile, USER ID and PIN, during the registration process (see recommended format above)

First, search the catalog for a course that you'd like to register for.

The screenshot shows the Electronic Registrar Online homepage. At the top, there is a dark blue header with the logo "electronicregistrar ONLINE" on the left, "Log On" and "Help" buttons in the center, and "e-Learning" on the right. Below the header is a navigation bar with "Home" and "Course Catalog" tabs. The "Course Catalog" tab is highlighted. Below the navigation bar, the text "Welcome to the Electronic Registrar Online" is displayed. To the left, there is a link "For Assistance: Contact your System Administrator". To the right, there is an "Announcements" section with a link to the "2006-2007 Course Planning Guide" and a URL: http://blackboard.ed.sc.gov/bbcswebdav/institution/oit/crs_material/catalog/catalog0607.doc. Below the announcements, there is a section titled "ARCHIVING THE ONLINE CATALOG" with instructions to click on the "Course Catalog" tab and enter search criteria.

1. Click on the **Course Catalog** tab at the top of the screen.

There are different ways you can search for courses. You can search by Curriculum, Type, etc. You may also search by the date range. There is a new Curriculum Category called eLearningSC PD for all courses offered for teachers who need renewal or graduate credits offered from the Office of eLearning.

The screenshot shows the "Search for district courses" interface. It features a dark blue header with the logo "electronicregistrar ONLINE" on the left, "Log On" and "Help" buttons in the center, and "Home" and "Course Catalog" tabs on the right. Below the header, the text "Search for district courses" is displayed. The search form includes several input fields: "Curriculum:", "Credit type:" (with a dropdown arrow), "Course Code or Title:", "Session (SRN):", "Start Date Range:" (with "From:" and "To:" sub-fields and calendar icons), and "Results:" (with a "List by Course" dropdown). At the bottom of the form, there is a "Search" button and a link to "Advanced Search".

2. Enter your search criteria **OR** leave the search fields blank and click on the **Search** button.

2. Enter your search criteria **OR** leave the search fields blank and click on the **Search** button.

On the next screen you will see something like this:

Search for district courses

Curriculum:

Credit type:

Course Code or Title:

Session (SRN):

Start Date Range: From: (MM/DD/YYYY)

Results: List by Course

[Advanced Search](#)

Course Title	Course Code	S	
Access to the General Education Curriculum: Literacy Instruction for Students	ININ2376	Tue 02/2	Register
Designing a Virtual Field Trip	TECH1705	Mon 03/26/0	Register
Essential AEPS Training	ININ2375	Thu 01/11/07	Register
Excel Workshop for Teachers, Part I	TECH1710	Mon 01/29/07	Register
Excel Workshop for Teachers, Part II	TECH1715	Wed 01/31/07	Register

3. Click on the **Course Title** or **Register** link to view description, syllabus, and other course details. Please note that this does NOT register you for the course yet!

3. Use the Profile tab at the top of this page to update your e-mail, US mailing address and Teacher Certification number.

Requirements: There are no prerequisites for this course.

Course Sessions (Choose a session to register)

SRN	Status	Location	a-Online
27170501	Active		
# Seats Available	24		
# On WaitList	None		
Delivery Method	Online		
Registration Starts	01/15/2007 01:00 AM		
Registration Ends	03/02/2007 11:59 PM		
Late Drop Starts			
Late Drop/No Show Fee	\$ 0.00		

Target Audience: Classroom Teachers

Instructors: Donna Ashmus Goldsmith

Time: 03/26/2007 01:00 AM - 11:00 PM

05/11/2007 08:00 AM - 08:30 AM

Cost Types: Credits: 40.00, Hours: 30.00, Reg. Fee: \$ 25.00

Renewal Credits: 40.00, 30.00, \$ 25.00

Placement on the course roster **REQUIRES** the completion of these 3 items.

Use this link to complete payment: institution.olt.paypalSpring2

This Electronic Registration (ERO) only to receive payment by credit card.

It to request registration. te your e-mail, US mailing address,

2. Click on green Request Registration button on left to request registration for the course.

1. Complete payment of registration fee. Use this link to complete payment. Note: Link opens new window. You must return to this Electronic Registration (ERO) window after pay for the course.

Placement on the course roster **REQUIRES** the completion of these 3 items:

To create a User Profile, you will need to create both a **User ID** and **PIN** (personal identification number). Both of these **MUST** contain numbers only (no letters). Following are suggested formats for creating both of these. You will enter this information one time, but you will use your email address to login after February 1, 2009.

1. Easy-to-Remember User ID Format (Note: User IDs must contain numbers only.)

Birth Month (March) = **03 (+)** Birth Year (1980) = **80 (+)** Last four digits of your Social Security Number (123-45-6789) = **6789**

Example User ID: 03806789

2. Easy-to-Remember PIN Format (Note: PINs must contain numbers only.)

Last four digits of your Social Security Number = 123-45-**6789**

Example PIN: 6789

*Note: Prevent Lost or Forgotten User ID and PINs! SCOPD **DOES NOT** have a Help Desk or an automated system to recover lost or forgotten User IDs or PINs. If you **DO NOT** use the **Easy-to-Remember** format above, please **KEEP A COPY** of your User ID and PIN.*

Create your User Profile:

The screenshot shows a web form for creating a user profile. Fields include: *User ID (with a callout box), *PIN (with a callout box), *First Name, *Last Name, *Gender (dropdown), and *Ethnicity (dropdown). Asterisks indicate mandatory fields.

2. Type in the 8 digit User ID as recommended above.

3. Type in your 4 digit PIN as recommended above.

1. Fill in all the other information marked by the **red headings** and asterisks. They are mandatory.

The screenshot shows a 'Contact Information' section of the form. Fields include: *Address Type (dropdown), *Address Line 1, *Address Line 2, *City, *County, *State/Province (dropdown), *Country (dropdown), *Zip/Postal Code, *Email, and Certification Number. There is also a section for phone numbers with a note: '*Enter at least one phone number. Enter numbers only, no spaces or dashes'.

5. You **MUST** provide your SC teacher certificate number to get credit for the course.

4. Making sure that your e-mail, US mailing address and teacher certification number are correct. You should do this when you create your User Profile. Providing your home mailing address, phone number and email address is necessary so you can receive your credit renewal forms and course information from your instructor.

6. After all information is filled in, click on the Add button at the bottom. You have now created your User Profile and registered for your course.